

MCCORMICK ELEMENTARY

1123 Sandy Bluff Rd.
Mullins, SC 29574

GRADES 3-4 Elementary School

ENROLLMENT 332 Students

PRINCIPAL Judith Pace 843-464-3760

SUPERINTENDENT R. Jerry Leviner, Ph.D. 843-464-3700

BOARD CHAIR Samuel McMillan 843-464-3700

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	59	24	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	No

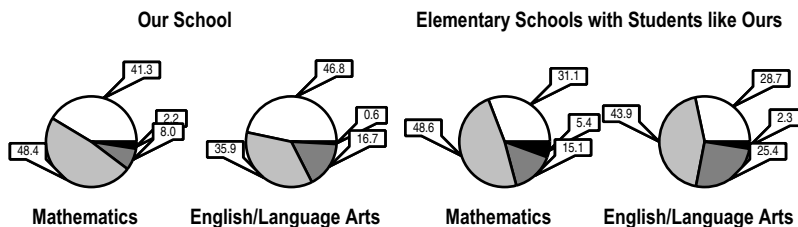
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

50.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	324	99.7	46.6	36.0	16.7	0.6	24.4	Yes	Yes
Gender									
Male	180	99.4	52.9	32.2	14.9	0.0	21.3		
Female	144	100.0	38.7	40.9	19.0	1.5	28.5		
Racial/Ethnic Group									
White	77	100.0	32.0	40.0	26.7	1.3	38.7	Yes	Yes
African-American	241	99.6	52.2	34.3	13.0	0.4	19.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	255	99.6	42.9	37.1	19.2	0.8	28.6		
Disabled	69	100.0	60.6	31.8	7.6	0.0	9.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	324	99.7	46.6	36.0	16.7	0.6	24.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	324	99.7	46.6	36.0	16.7	0.6	24.4		
Socio-Economic Status									
Subsidized meals	269	99.6	50.4	35.9	13.3	0.4	20.3	Yes	Yes
Full-pay meals	55	100.0	29.1	36.4	32.7	1.8	43.6		

Mathematics - State Performance Objective = 15.5%									
All Students	324	100.0	41.3	48.4	8.0	2.2	22.4	Yes	Yes
Gender									
Male	180	100.0	45.1	44.0	9.7	1.1	22.9		
Female	144	100.0	36.5	54.0	5.8	3.6	21.9		
Racial/Ethnic Group									
White	77	100.0	21.3	52.0	20.0	6.7	44.0	Yes	Yes
African-American	241	100.0	48.1	46.8	4.3	0.9	15.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	255	100.0	36.6	52.0	8.5	2.8	25.6		
Disabled	69	100.0	59.1	34.8	6.1	0.0	10.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	324	100.0	41.3	48.4	8.0	2.2	22.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	324	100.0	41.3	48.4	8.0	2.2	22.4		
Socio-Economic Status									
Subsidized meals	269	100.0	45.1	47.9	6.2	0.8	16.3	Yes	Yes
Full-pay meals	55	100.0	23.6	50.9	16.4	9.1	50.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	154	98.7	33.6	46.2	19.6	0.7	20.3
	Grade 4	156	98.1	45.7	40.4	13.2	0.7	13.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	170	99.4	42.6	34.3	21.9	1.2	23.1
	Grade 4	154	100.0	52.6	37.0	10.4	N/A	10.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	154	99.4	36.8	50.0	10.4	2.8	13.2
	Grade 4	156	100.0	32.5	55.2	8.4	3.9	12.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	170	100.0	43.5	47.6	7.1	1.8	8.8
	Grade 4	154	100.0	40.3	48.1	9.1	2.6	11.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 332)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	9.4%	Up from 0.3%	3.5%	2.7%
Attendance rate	95.4%	Up from 95.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%		6.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		5.2%	3.5%
Eligible for gifted and talented	4.9%	Up from 4.1%	7.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.9%	Down from 16.9%	8.8%	8.2%
Older than usual for grade	10.5%	Up from 8.0%	2.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	31.6%	Down from 33.3%	47.8%	51.4%
Continuing contract teachers	78.9%	Up from 77.8%	83.0%	87.5%
Highly qualified teachers**	100.0%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	12.5%		0.0%	0.0%
Teachers returning from previous year	77.3%	Up from 75.7%	85.1%	86.7%
Teacher attendance rate	93.4%	Up from 92.5%	94.8%	94.9%
Average teacher salary	\$32,556	Down 0.4%	\$40,141	\$40,760
Prof. development days/teacher	14.9 days	Down from 16.9 days	13.0 days	12.4 days

School				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 20.8 to 1	17.6 to 1	18.9 to 1
Prime instructional time	85.8%	Down from 86.7%	89.6%	90.0%
Dollars spent per pupil*	\$4,911	Down 14.3%	\$6,430	\$6,044
Percent of expenditures for teacher salaries*	61.2%	Up from 56.4%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of McCormick Elementary School is to develop individuals who are well-rounded and productive citizens by providing innovative experiences in a safe and nurturing environment. Over the past two years, McCormick Elementary has been recognized as a Red Carpet School and has achieved Flagship status as a School of Promise. McCormick students and staff experienced a year filled with learning.

We worked hard during the 2003-2004 school year to learn more about instructional methods supported by scientifically based research. Third grade teachers participated in a year long study of literacy development. We felt that improving school and classroom environments to support literacy development was key to success and the SC READS and the Reading First grants provided funds to buy much needed materials and supplies allowing the implementation and refinement of proven strategies.

A math coach provided many opportunities for teachers to develop strategies that improve instruction. The research-based program, Everyday Math, encouraged the development of higher order mathematical thinking. Learning And Family Fun Bags were sent home weekly with students to encourage family participation in interesting math activities. In-service sessions for teachers touched on assessment data interpretation. Responding to needs made apparent through appropriate assessment techniques is a critical piece of the instructional puzzle that must be in place for all children to find success. Teachers continued to receive training in using the inquiry method. Activities were used frequently that encouraged children to focus on the scientific concept, explore the concept through hands-on activities, reflect on what they learned and apply the concept in new and extended ways. We developed a comprehensive timeline to teach student technology competencies according to the state, local and national standards. We acquired more computers, cameras, and other equipment to use in the media center to produce DVD's for instructional use. Teachers and students became more engaged in using technology throughout the building and within the classrooms.

Local resources were incorporated into the program to help build student knowledge and social awareness. Additional resources for students were provided for classrooms. Teachers noted gains in the students' interest with the integrated curriculum.

We continued to work to build strong community bonds with our character education programs and many projects. We remain an active force within our community. Our parent nights increased opportunities for parents to become involved in their children's educational career. Parent conferences and weekly class newsletters helped keep parents informed.

We look forward to strengthening our academic achievement through building better communication skills between students, teachers and parents. We believe that McCormick Elementary is a school where love and logic pave the path for learning.

Judith Pace, Principal Angela Page, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	145	81
Percent satisfied with learning environment	66.7%	78.6%	82.7%
Percent satisfied with social and physical environment	68.2%	81.6%	80.2%
Percent satisfied with home-school relations	23.8%	84.2%	73.8%

*Only students at the highest elementary school grade level at this school and their parents were included.